

EGRS II Wave 3

GRADE 2 Learner Assessment

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Department of Basic Education



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Instructions for converting to Tangerine-TM

There should be two Grade 2 tests converted: an isiZulu and a Siswati test. The instructions for these tests can be found in the middle and right hand column of each instructions table. The English translation are supplied only as a guide and are not to be used on Tangerine-TM.

All **grids** should be:

- Fixed
- 5 columns
- Small font

Option questions should include the number of the question/item, as well as the answer visible to the enumerator.

Suggested variable names are included in the section “Notes for transfer to Tangerine”. Any changes should be recorded.

Introduction to the learner

English	isiZulu	Siswati
Introduction	Introduction	Introduction
Say to the learner:	Say to the learner:	Say to the learner:
<p>Hello. My name is _____. Today we are going to do a few activities together for 20minutes. I will explain what I will ask you to do before each activity starts, but it is very similar to what you do in school every day. Everything we do today will just be between you and me. It's not for marks.</p> <p>Are you comfortable?</p> <p>Can we begin?</p>	<p>Sawubona. Igama lami ngu _____. Namuhla sizokwenza ndawonye imisebenzi embalwa imizuzu eyi-20. Ngizokuchazela ukuthi ngicela wenzeni ngaphambi kokuqala komsebenzi ngamunye, kodwa kuyafana nalokho okwenza esikoleni nsuku zonke. Konke esikwenzayo namuhla kuzoba phakathi kwami nawe. Akunamamaki atholwayo.</p> <p>Ingabe wenelisekile?</p> <p>Sesingaqala manje?</p>	<p>Sawubona. Ligama lami ngu _____. Lamuhla sitakwenta imisebenti lembalwa ndzawonye emaminithi lali-20. Ngitakuchazela kutsi ngicela wenteni ngembi kwekucala kwemsebenti ngamunye, kodwa kuyafana naloko lokwenta esikolweni emalanga onkhe. Konkhe lesikwentako lamuhla kutawuba semkhatsini kwami nawe. Kute emamaki latfolwako.</p> <p>Wenetisekile yini?</p> <p>Sesingacala yini nyalo?</p>

Learner Information

On Tangerine	Note to FW
<ul style="list-style-type: none"> • Linking Identifier: • School EMIS: • School Name: • Learner Name: • Learner Surname: • Age: • Sex: 1 male 0 female • Grade: 1 Gr1 2 Gr2 • Teacher Name • Teacher Surname 	<p><i>record any changes on <u>the linking form</u></i></p>



Task 1: HL Object Naming Speed

English	isiZulu	Siswati
<p>Instructions for learner:</p>	<p>Instructions for learner:</p>	<p>Instructions for learner:</p>
<p><i>Show chart 1.1. to the learner.</i></p> <p>We are now going to play a quick game where we have to see how fast you can say the names of these pictures (<i>wave over the chart</i>) before the time runs out. First we will make sure we call these things by the same names.</p> <p><i>Place your finger on each object and say What do you call this picture in isiZulu/Siswati?</i> <i>If correct: Yes, that is a [star, hand, table, dog, book, sun].</i></p> <p><i>If wrong or no response: we call this a [star, hand, table, dog, book, sun]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1. 2.. Say the names for these objects on this chart as fast as you can. Start here (point to upper left corner) and carry on saying the names across the row, and when you are finished the row, go to the next one (show with your finger how they should read from left to right and then go to the next row). Do you understand?</i></p> <p>Please start saying the names of these objects as <u>fast</u> as you can when I say “start”.</p> <p>Are you ready?</p> <p>Start. <i>Start timer when child names the first object.</i></p>	<p><i>Show chart 1.1. to the learner.</i></p> <p>Sesizodlala umdlalo osheshayo lapho sizobona khona ukuthi ushesha kangakanani ukusho amagama alezi zithombe (<i>wave over the chart</i>) ngaphambi kokuba kuphele isikhathi. Sizozala ngokuqinisekisa ukuthi sibiza lezi zinto ngamagama afanayo.</p> <p><i>Place your finger on each object and say Usibizani lesi sithombe ngesiZulu?</i> <i>If correct: Yebo, nge [inkanyezi, isandla, itafula,inja, incwadi, ilanga]</i></p> <p><i>If wrong or no response: lokhu sikubiza nge [inkanyezi, isandla, itafula,inja, incwadi, ilanga]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1. 2. Shono amagama alezi zinto ezikuleli shadi ngokushesha. Qala la (point to upper left corner) uqhubeke nokusho amagama avundla emgqeni, uma usuqedile, yana emgqeni olandelayo (show with your finger how they should read from left to right and then go to the next row). Ingabe uyaqondisisa?</i></p> <p>Qala ngokusho amagama alezi zinto <u>ngokushesha</u> uma ngithi “qala”.</p> <p>Ingabe usulungile? Qala. <i>Start timer when child names the first object.</i></p>	<p><i>Show chart 1.1. to the learner.</i></p> <p>Nyalo sitawudlala umdlalo losheshako lapho sitawubona khona kutsi uwabita ngekushesha kanganani emagama aletitfombe (<i>wave over the chart</i>) ngembi kwekuphela kwesikhatsi. Sitawucala ngekucinisekisa kutsi sibita letintfo ngemagama lafanako.</p> <p><i>Place your finger on each object and say Sibitwani lesitfombe ngeSiswati?</i> <i>If correct: Yebo, [inkhanyeti, sandla, litafula,inja, libhuku, lilanga].</i></p> <p><i>If wrong or no response: loku sikubita nge [inkhanyeti, sandla, litafula,inja, libhuku, lilanga]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 1. 2. Shano emagama aletintfo letikulelishadi ngekushesha. Cala la (point to upper left corner) uchubeke nekusho emagama lavundla emgqeni, nasewucedzile, yani emgqeni lolandzelako (show with your finger how they should read from left to right and then go to the next row). Sewuyeyisisa yini?</i></p> <p>Cala ngekubita emagama aletintfo <u>ngokushesha</u> nangitsi “cala”.</p> <p>Sewulungile yini? Cala. <i>Start timer when child names the first object.</i></p>

Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	1
1_att	Number of objects attempted
1_cor	Number of objects sounded correctly
1_time	Remaining time

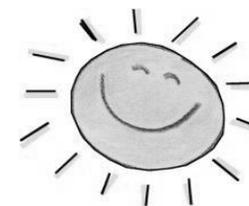
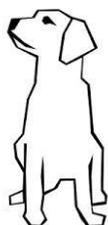
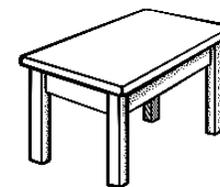
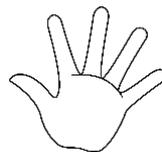
On Tangerine Grid:Write the name of the object: **isiZulu**

ilanga	inja	itafula	inkanyezi	isandla	incwadi	inja	ilanga	incwadi
isandla	itafula	inkanyezi	incwadi	isandla	inja	itafula	inkanyezi	ilanga
inja	isandla	incwadi	ilanga	inkanyezi	itafula	inja	incwadi	inkanyezi
isandla	itafula	ilanga	inkanyezi	incwadi	isandla	ilanga	inja	incwadi

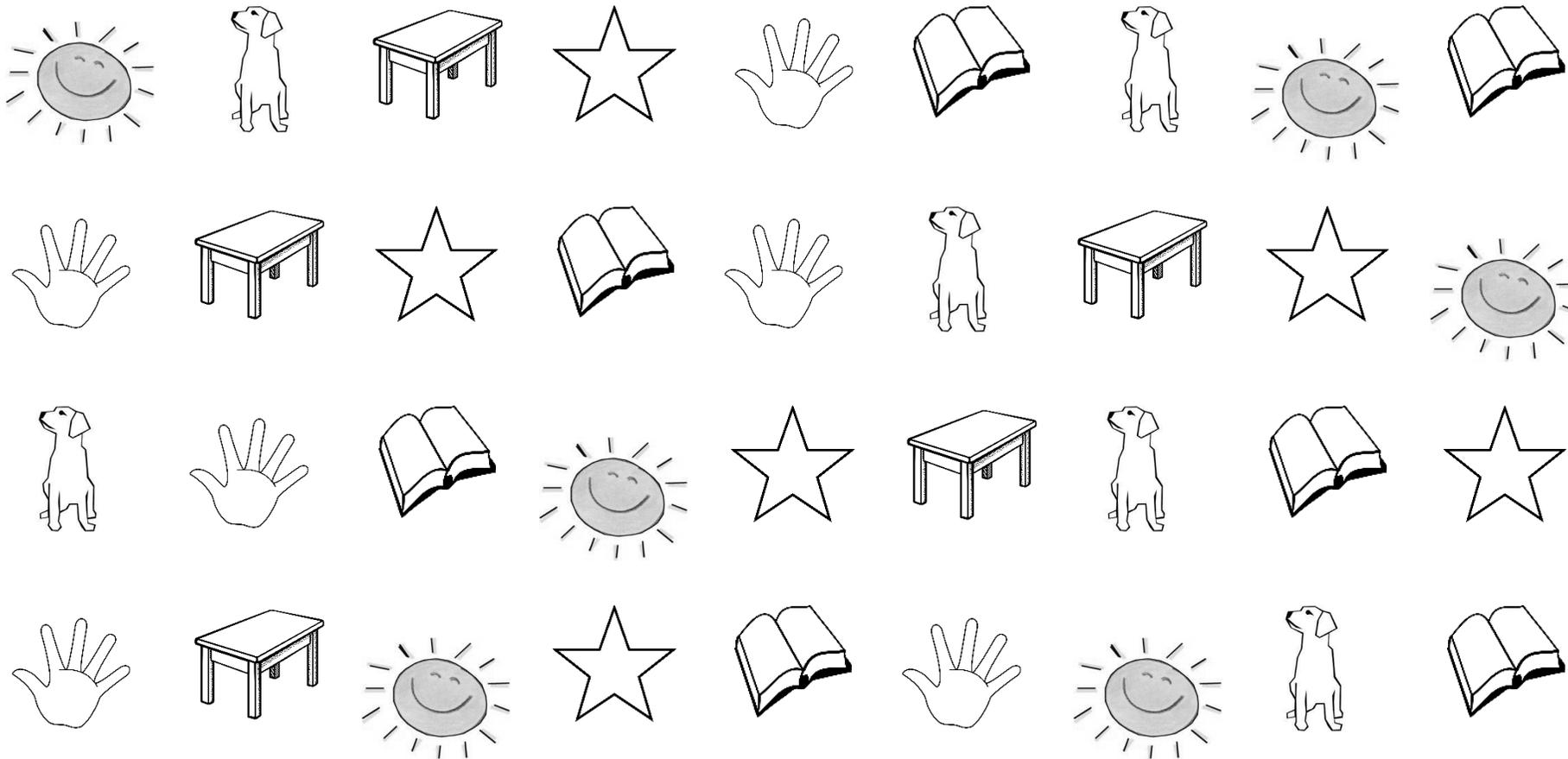
Write the name of the object: **Siswati**

lilanga	inja	litafula	inkhanyeti	sandla	libhuku	inja	lilanga	libhuku
sandla	litafula	inkhanyeti	libhuku	sandla	inja	litafula	inkhanyeti	lilanga
inja	sandla	libhuku	lilanga	inkhanyeti	litafula	inja	libhuku	inkhanyeti
sandla	litafula	lilanga	inkhanyeti	libhuku	sandla	lilanga	inja	libhuku

1.1



1.2





Task 2: HL Letter Sound Speed

English	isiZulu	Siswati
<p>Instructions for learner:</p>	<p>Instructions for learner:</p>	<p>Instructions for learner:</p>
<p><i>Place chart 2.1. in front of the learner.</i></p> <p>Now I want to see how fast you can say the <u>sounds</u> of these <u>letters</u> (<i>wave over the chart</i>) before the time runs out. Lets make sure you know the sounds these letters make.</p> <p><i>Place your finger on each letter and say <u>What sound does this letter make in isiZulu/Siswati?</u></i></p> <p><i>If correct: Yes, that is <u>correct</u>.</i></p> <p><i>If wrong or no response: <u>This letter is</u> [letter sound].</i></p> <p><i>Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 2.2. I am going to ask you to say the <u>sounds</u> for these <u>letters</u> on this chart as fast as you can. Start here (<i>point to upper left corner</i>) and carry on saying the <u>sounds</u> across the row, and when you are finished the row, go to the next one (<i>show with your finger how they should read from left to right and then go to the next row</i>). Do you understand?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Please start saying the <u>sounds</u> of these <u>letters</u> as fast as you can when I say “start”.</i></p> <p>Are you ready?</p> <p>Start. [<i>uncover the page</i>]</p> <p><i>Start timer when child sounds the first letter.</i></p>	<p><i>Place chart 2.1. in front of the learner.</i></p> <p>Manje ngifuna ukubona ukuthi ushesha kangakanani ukusho le <u>misindo yalezi zinhlamvu</u> (<i>wave over the chart</i>) ngaphambi kokuba kuphele isikhathi. Asiqinisekise ukuthi uyayazi imisindo eyenziwa yilezi zinhlamvu.</p> <p><i>Place your finger on each object and say <u>Yimuphi umsindo owenziwa yilolu hlamvu esiZulwini?</u></i></p> <p><i>If correct: Yebo, <u>kunjalo</u>.</i></p> <p><i>If wrong or no response: <u>Lolu hlamvu ngu</u> [uhlamvu lomsindo]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 2.2. Ngizokucela ukuba usho <u>imisindo yalezi zinhlamvu</u> kuleli shadi ngokushesha. Qala lapha (<i>point to upper left corner</i>) bese uqhubeka usho imisindo yonke emgqeni, uma usuqedile kulowo mugqa qhubekela kolandelayo (<i>show with your finger how they should read from left to right and then go to the next row</i>). Ingabe uyaqondisisa?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Qala ngokusho amagama alezi zinto <u>ngokushesha</u> uma ngithi “qala”.</i></p> <p>Ingabe usulungile?</p> <p>Qala. [<i>uncover the page</i>]</p> <p><i>Start timer when child sounds the first letter.</i></p>	<p><i>Place chart 2.1. in front of the learner.</i></p> <p>Nyalo ngifuna kubona kutsi kushesha kangakanani ukusho <u>lemisindvo yaletinhlavu</u> (<i>wave over the chart</i>) ngembi kwekuphela kwesikhatsi. Asicinisekise kutsi uyayati imisindvo leyentiwa nguletinhlavu.</p> <p><i>Place your finger on each object and say <u>Ngumuphi umsindvo lowentiwa nguloluhlavu eSiswatini?</u></i></p> <p><i>If correct: Yebo, <u>kunjalo</u>.</i></p> <p><i>If wrong or no response: <u>Loluhlavu ngu</u> [uhlavu lwemsindvo]. Make sure the child knows all objects before you move on.</i></p> <p><i>Show chart 2.2. Ngitakucela usho <u>imisindvo yaletinhlavu</u> kulelishadi ngekushesha. Cala la (<i>point to upper left corner</i>) bese uchubeka usho yonkhe imisindvo emgqeni, nasewucedzile kuloyomugca chubekela kulolandzelako (<i>show with your finger how they should read from left to right and then go to the next row</i>). Sewuyevisisa yini?</i></p> <p><i>Cover the learner page with the examples sheet for 5 seconds. Cala ngekusho emagama aletintfo <u>ngokushesha</u> nangitsi “cala”.</i></p> <p>Sewulungile yini?</p> <p>Cala. [<i>uncover the page</i>]</p> <p><i>Start timer when child sounds the first letter.</i></p>

Note for transfer to Tangerine	Timed for 20 seconds, capture remaining time
Variable name	2
2_att	Number of objects attempted
2_cor	Number of objects sounded correctly
2_time	Remaining time

On Tangerine:

otaeb1tolbaelbtaeotbloeatlebaaelbota

1.2.1

o l a e t b

o t a e b l t o l
b a e l b t a e o
t b l o e a t l e
b a o e l b o t a



60s

Task 3: HL Letter Sound Recognition

English	isiZulu	Siswati
Instructions for learner: <i>Place chart 3 in front of the learner</i>	Instructions for learner: <i>Place chart 3 in front of the learner</i>	<i>Place chart 3 in front of the learner</i>
I am going to ask you to read some isiZulu/Siswati letters to me. Please tell me what <u>sound</u> each letter makes. Please read as many letters as you can from left to right, such as in this example (show example). I will tell you when to stop.	Ngizokucela ukuba ungifundele izinhlamvu ezithile zesiZulu. Ngitshela ukuthi <u>uhlamvu</u> ngalunye lwenza muphi umsindo. Funda izinhlamvu eziningi ukusukela kwesokunxele ukuya kwesokudla njengakulesi sibonelo (show example). Ngizokutshela ukuthi ume.	Ngitokucela ungifundzele tinhlavu letitsite teSiswati. Ngitjele kutsi <u>luhlavu</u> ngalunye lwenta muphi umsindvo. Fundza tinhlavu letinyenti kusukela kusancele kuya kusekudla njengakulesibonelo (show example). Ngitakutjela kutsi ume.
Are you ready?	Ingabe usulungile?	Sewulungile yini?
Begin.	Qala.	Cala.
<i>Start timer when you say start.</i>	<i>Start timer when you say start.</i>	<i>Start timer when you say start.</i>

Note for transfer to Tangerine	Timed for 60 seconds, capture remaining time
Variable name	3
3_att	Number of letters attempted
3_cor	Number of letters sounded correctly
3_time	Remaining time

Chart 3 LETTER SOUNDS

Isibonelo:

B	m	S	f
---	---	---	---

m	l	h	g	S	y	Z	W	p	e
L	k	T	D	b	a	c	o	n	ng
i	b	th	M	U	r	j	dl	K	u
g	R	B	kh	l	f	hl	M	s	kw
S	N	ph	B	p	v	k	a	E	D
R	A	t	P	f	sh	h	u	a	t
dw	G	H	B	S	l	g	m	i	j
B	dl	o	m	O	Y	E	N	p	t
g	K	B	ny	y	bh	Z	V	D	nc
f	s	ng	a	z	p	C	th	G	sw
V	ncw	q	h	nhl	g	sh	y	kh	t

ORF  60s

Comprehension 

Task 4.1. HL ORF

***The isiZulu passage is taken from VulaBula. The Siswati version is a translation from isiZulu by S Madonsela.

***Distribution permissions should be granted from Vula Bula before making the EGRS II test publicly available.

***The isiZulu questions are from ERA isiXhosa and isiZulu literacy tests¹

English	isiZulu: Isobho lamatshe	Siswati: Lisobho lematje
Instructions for learner:	Instructions for learner:	
<i>Place chart 4 in front of the learner</i>	<i>Place chart 4 in front of the learner</i>	<i>Place chart 4 in front of the learner</i>
I am going to ask you to read a story to me out loud. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read.	Ngizokucela ukuba ungifundele indaba ngokuphimsela. Funda ngokwekhono lakho. Ngizokubuza imibuzo ethile uma usuqedile ukufunda ngakho-ke qinisekisa ukuthi uyakukhumbula okufundile.	Ngitakucela ungifundzele indzaba ngekuphimsela. Fundza ngekwelikhono lakho. Ngitakubuta imibuto letsite nasewucedzile kufundza ngaloko cinisekisa kutsi uyakukhumbula lokufundzile.
This story is called “Stone Soup”	Le indaba ethi “Isobho Lamatshe”	Lena yindzaba letsi “Lisobho Lematje”
Are you ready to read the story to me out loud? I will tell you when to stop reading.	Ingabe usukulungele ukungifundela indaba ngokuphimsela? Ngizokutshela ukuthi ume.	Sewukulungele yini kungifundzela indzaba ngekuphimsela? Ngitakutjela kutsi ume.
Start.	Qala.	Cala.
<i>Start timer when you say start.</i>	<i>Start timer when you say start.</i>	<i>Start timer when you say start.</i>
<i>Cover the story with a page when asking the comprehension questions.</i>	<i>Cover the story with a page when asking the comprehension questions.</i>	<i>Cover the story with a page when asking the comprehension questions.</i>

¹ The ERA Xhosa literacy tests were adapted and modified from the original Xhosa EGRA tests received from the EC provincial department of Basic Education. Funded by Zenex, Dr Lauren Wildschut from ERA and Prof EJ Pretorius from Unisa adapted, piloted and revised the original EGRA assessments during 2015-2016.

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	4_1
4_1_att	Number of words attempted
4_1_cor	Number of words read correctly
4_1_time	Remaining time

isiZulu: Isobho lamatshe	total	Cum total
Kukhona isihambi esilambe kakhulu.	4	4
Sahamba sicela emizini yabantu. Abantu babengenakho ukudla. Isihambi sathola isu.	10	14
Isihambi sathola ibhodwe. Sathatha amatshe sawafaka ebhodweni.	7	21
Sathela amanzi. Sabasa umlilo, sabeka ibhodwe eziko.	7	28
Sama salinda ibhodwe laze labila.	5	33
Kwafika intombazane yacela ukwazi ukuthi siphekani isihambi eziko.	8	41
“Ngipheka isobho elimnandi lamatshe.	4	45
Kodwa kumele ngilifake into ukuze linongeke,” kusho isihambi.	8	53
“Nginezaqathe mina,” wabe esenika isihambi. Sazifaka ebhodweni.	7	60

Siswati: Lisobho lematje	total	Cum total
Kukhona sihambi lesilambe kakhulu.	4	4
Sahamba sicela emitini yebantfu. Bantfu bebete kudla. Sihambi satfola lisu.	10	14
Sihambi satfola libhodo. Satsatsa ematje sawafaka ebhodweni.	7	21
Satsela emanti. Sabasa umlilo, sabeka libhodo etiko.	7	28
Sema salindza libhodo labila.	4	32
Kwefika intfombatane yacela kwati kutsi siphekani sihambi etiko.	8	40
“Ngipheka lisobho lelimnandzi lematje.	4	44
Kodvwa kumele ngilifake intfo letsite kute linongeke,” kusho sihambi.	9	53
“Ngineticadze mine,” watinika sihambi. Satifaka ebhodweni.	6	59

Task 4.2. HL ORF Text Comprehension

isiZulu Questions			
Umbuzo		Words read	Impendulo
1.	1. Ngubani owayelambile?	4	Isihambi.
2.	2. Yini abantu ababengenayo?	11	Babengenakho ukudla.
3.	3. Senzani isihambi ngamatshe?	21	Sawafaka ebhodweni.
4.	4. Yini enye into eyenziwa isihambi?	28	Sathela amanzi ebhodweni / sabasa umlilo / sabeka ibhodwe eziko.
5.	5. Sasimeleni isihambi eduze kwebhodwe?	33	Sasilinde ukuthi libile ibhodwe.

Siswati Questions			
Umbuto		Words read	Imphendvulo
1.	1. Ngubani bekalambile?	4	Sihambi.
2.	2. Yini lentfo bebangenayo bantfu?	11	Bebete kudla.
3.	3. Sentani sihambi ngematje?	22	Sawafaka ebhodweni.
4.	4. Nguyiphi lenye intfo leyentiwa sihambi?	28	Satsela emanti ebhodweni / sabasa umlilo / sabeka libhodo etiko.
5.	5. Besimeleni sihambi edvute nelibhodo?	32	Besilindze kutsi likoke libhodo.

Note for transfer to Tangerine	Comprehension is untimed
	Ask only questions up to where the learner read
Variable name	4_2
4_2_1	1 – correct
4_2_2	0 – incorrect
4_2_3	99 – non response
4_2_4	
4_2_5	

Task 5.1.: English Decodable Word Recognition



English	isiZulu	Siswati
Instructions for learner: <i>Place chart 5.1 in front of the learner</i>	Instructions for learner: <i>Place chart 5.1 in front of the learner</i>	Instructions for learner: <i>Place chart 5.1 in front of the learner</i>
<p>Look at these English words. <i>(Point to the words provided on the sheet).</i> I would like you to look at them and tell me the word. Let's start with an example: sat, dad. Now here are some more words. I'd like you to start here, <i>(point to the first word on the chart)</i> and move across the page. <i>(Point across the page from left to right.)</i></p> <p>When I say, 'Begin', read the words as best as you can. Point to each word as you read it. If you don't know the word try sound it out or go to the next word.</p> <p>Are you ready? Begin. <i>Start timer when you say start.</i></p>	<p>Bheka lawa magama wesiNgisi. <i>(Point to the words provided on the sheet).</i> Ngifuna ukuthi uwabheke bese usho igama. Asiqale ngesibonelo: sat, dad. Nawa amanye amagama. Ngifuna ukuba uqale lapha, <i>(point to the first word on the chart)</i> bese uvundla nekhasi. <i>(Point across the page from left to right.)</i></p> <p>Uma ngithi, 'Qala', funda amagama ngendlela ozokwazi ngayo. Khomba egameni ngalinye ngenkathi ulifunda. Uma ungalazi igama zama ukulibiza ngemisindo noma udlulele kwelilandelayo.</p> <p>Ingabe usulungile? Qala. <i>Start timer when you say start.</i></p>	<p>Buka lamagama ngesiNgisi. <i>(Point to the words provided on the sheet).</i> Ngifuna kutsi uwabuke bese usho ligama. Asicale ngesibonelo: sat, dad. Nawa lamanye emagama. Ngifuna ucale la, <i>(point to the first word on the chart)</i> bese uvundla nelikhasi. <i>(Point across the page from left to right.)</i></p> <p>Nangitsi, 'Cala', fundza emagama ngendlela lotawukhona ngayo. Khomba ligama ngalinye ngesikhatsi ulifundza. Nangabe awulati kahle linga kuliphimisa. Yani kuleli landze lako.</p> <p>Sewulungile yini? Cala. <i>Start timer when you say start.</i></p>

Note for transfer to Tangerine	Timed for 30 seconds
Variable name	5_1
5_1_att	Number of words attempted
5_1_cor	Number of words read correctly
5_1_time	Remaining time

Isibonelo:

sat	dad
-----	-----

dog	rat	ball	run	can	box
big	day	book	tea	yes	seed
ring	lock	cats	hen	clap	fish
and	went	best	from	but	look
find	play	into	under	tell	good
think	drum	black	jumped	singing	green
water	first	three	must	sheep	sleeping

Task 5.2.: English Sight Word Recognition



English	isiZulu	Siswati
Instructions for learner: <i>Place chart 5.2. in front of the learner</i>	Instructions for learner: <i>Place chart 5.2. in front of the learner</i>	Instructions for learner: <i>Place chart 5.2. in front of the learner</i>
Can you now read these English words for me please? <i>(Point to the first word).</i>	Funda amagama esiNgisi alandelayo, ukhombengomunwe igama ngalinye. <i>(Point to the first word).</i>	Fundza emagama esiNgisi lalandzelako, ukhombengemunwe ligama ngalinye nawufundza. <i>(Point to the first word).</i>
When I say, 'Begin', read the words as best as you can. Point to each word as you read it.	Ingabe usulungile? Qala.	Sewulungile yini? Cala.
Are you ready? Begin.	Start timer when you say start.	Start timer when you say start.
<i>Start timer when you say start.</i>		

Note for transfer to Tangerine	Timed for 30 seconds
Variable name	5_2
5_2_att	Number of words attempted
5_2_cor	Number of words read correctly
5_2_time	Remaining time

he	to	is	with	they	she
have	we	now	a	do	are
am	here	by	of	their	as
the	come	our	eat	who	out
four	ride	what	like	said	again
there	once	cold	make	please	talking
away	where	round	which	near	white

Task 6.1. English text reading
Jabu and his dog

ORF  60s

Comprehension 

English	isiZulu	Siswati
Instructions for learner: <i>Place chart 6 in front of the learner</i>	Instructions for learner: <i>Place chart 6 in front of the learner</i>	Instructions for learner: <i>Place chart 6 in front of the learner</i>
<p>I am going to ask you to read a story to me out loud. This is a story written in English so I will ask you to read it in English to me. Read as best you can. I will ask you some questions when you are finished reading so make sure to remember what you read. I will tell you when to stop reading.</p> <p>This story is called “Jabu and his dog”</p> <p>Are you ready to read the story to me out loud?</p> <p>Start. (Start from first word of story, not title) Start timer when you say start.</p> <p>Cover the story with a page when asking the comprehension questions.</p>	<p>Ngicela ukuba ungifundele le ndaba ngokuphimisela. Le yindaba ebhalwe ngesiNgisi ngakho-ke ngizokucela ukuthi ungifundele yona ngesiNgisi. Funda ngendlela ongakhona ngayo. Ngizokubuza imibuzo ethile uma usuqedile ukufunda ngakho qinisekisa ukuthi uyakukhumbula okufundile. Ngizokutshela ukuthi uyekele nini ukufunda.</p> <p>Le yindaba ethi “Jabu and his dog”</p> <p>Ingabe usukulungele ukungifundela indaba ngokuphimisela?</p> <p>Qala. (Start from first word of story, not title) Start timer when you say start.</p> <p>Cover the story with a page when asking the comprehension questions.</p>	<p>Ngitakucela ungifundzele lendzaba ngekuphimisela. Lena yindzaba lebhawwe ngesiNgisi ngako ngitakucela kutsi ungifundzele yona ngesiNgisi. Fundza ngekwelikhono lakho. Ngitakubuta imibuto letsite nasewucedzile kufundza ngako cinisekisa kutsi uyakukhumbula lokufundzile. Ngitakutjela kutsi uyekele nini kufundza.</p> <p>Lena yindzaba letsi “Jabu and his dog”</p> <p>Sewukulungele yini kungifundzela indzaba ngekuphimisela?</p> <p>Cala. (Start from first word of story, not title) Start timer when you say start.</p> <p>Cover the story with a page when asking the comprehension questions.</p>

Note for transfer to Tangerine	Timed for 60 seconds
Variable name	6_1
6_1_att	Number of words attempted
6_1_cor	Number of words read correctly
6_1_time	Remaining time

Jabu and his dog	
Jabu had a little dog. It was a happy dog.	10
Jabu liked his dog.	14
One day Jabu and his dog walked in the bush behind the house.	27
The dog saw a rabbit and chased it.	35
The dog got lost.	39
Jabu called him but he didn't come.	46
Jabu was sad. He went home.	52
But before evening the little dog came back.	60
Jabu was very happy. He gave his dog a bone.	70

Task 6.2. English text reading comprehension

Question	Word	Answer
1. 1. What is the name of the boy in the story?	1	Jabu
2. 2. What kind of animal did he have?	5	A dog.
3. 3. What did Jabu and his dog do together one day?	27	They went for a walk/they walked in the bush/They walked behind the house.
4. 4. What animal did the dog chase?	35	A rabbit.

Note for transfer to Tangerine	Comprehension is untimed
Variable name	Ask only questions up to where the learner read
6_2_1	1 – correct 0 – incorrect 99 – non response
6_2_2	1 – correct in English
6_2_3	2 – correct in HL then English
6_2_4	3- correct in HL only 0 – incorrect 99 – non response

Task 7. "Do this" - English receptive proficiency



60

English	isiZulu	Siswati
Instructions for learner: <i>No chart. Place learner writing sheet in front of learner with a pencil laying on top of it. Make sure learner details are included.</i>	Instructions for learner: <i>No chart. Place learner writing sheet in front of learner with a pencil laying on top of it. Make sure learner details are included.</i>	Instructions for learner: <i>No chart. Place learner writing sheet in front of learner with a pencil laying on top of it. Make sure learner details are included.</i>
<p>Please push your chair a little away from the desk so that you have some space. Please stand up. I am now going to ask you to do some actions for me. I want to see if you can understand English so I will tell you what to do in English.</p> <p><i>(face the learner) Lets do an example: kick</i> <i>If learner kicks say: yes that's right.</i> <i>If learner does nothing repeat the example and kick your leg so that they understand they should perform the instruction</i></p> <p>Now it's your turn by yourself.</p> <p>Please can you do the following actions to show me that you understand English.</p>	<p>Phusha kancane isihlalo sakho sibe kudana nedeski ukuze kube nendawo. Ngicela usukume. Manje ngizokucela ukuthi ungenzele okuthile. Ngifuna ukubona ukuthi uyasiqonda yini ngesiNgesi ngakho-ke ngizokutshela ukuthi wenzeni ngesiNgesi.</p> <p><i>(face the learner) Asenze isibonelo: kick</i> <i>If learner kicks say: yebo kunjalo.</i> <i>If learner does nothing repeat the example and kick your leg so that they understand they should perform the instruction</i></p> <p>Sekuyithuba lakho manje lokuzenzela.</p> <p>Ngicela wenze lezi zenzo ukukhomba ukuthi uyasiqonda ngesiNgesi.</p>	<p>Sundvuta kancane situlo sakho sibe bucadlwana nelideski khona kutewuba nendzawo. Ngicela usukume. Nyalo ngitakucela kutsi ungentele lokutsite. Ngifuna kubona kutsi uyasisisa yini siNgesi ngako ngitakutjela kutsi wenteni ngesiNgesi.</p> <p><i>(face the learner) Asente sibonelo: kick</i> <i>If learner kicks his/her leg say: yebo kunjalo.</i> <i>If learner does nothing repeat the example and kick your leg so that they understand they should perform the instruction</i></p> <p>Sekusikhatsi sakho nyalo sekutentela.</p> <p>Ngicela wente letento kukhomba kutsi uyasisisa siNgesi.</p>

	English	Response options (only select one)
7.1.	1. Put both your hands <u>up</u> in the air <i>(learner must put up both hands)</i>	1 Raises both hands; 2 raises one hand only 0 incorrect: Performs other action; 99 No response
7.2.	2. Bend down and touch your shoes	1 Both actions done;

	<i>(stand up again)</i>	2 Only bends 3 Only touches shoes; 4 bends and touches only one shoe 5 bends and touches something else 0 incorrect: Performs other actions; 99 No response
7.3.	3. Sit down and put both your hands on the table <i>(if no response: ask child to sit down in HL)</i> <i>(the order in which the child performs the task does not matter)</i>	1 Both actions done (both hands) 2 Both actions done (one hand only) 3 Only sits; 4 Only puts hands on the table (both hands) 5 Only puts hand on the table (one hand) 0 incorrect: Performs other actions; 99 No response
7.4.	4. Take the pencil <i>(if no response: ask child to hold pencil in HL)</i>	1 picks up pencil 0 incorrect: Performs other action; 99 No response
7.5.	5. Draw a circle here <i>indicate to the empty block on "Learner Writing" page</i>	1 draws a circle/oval/round shape 2 incorrect: draws something else 3 incorrect: writes words on paper 0 incorrect: Performs other action 99 No response
7.6.	The learner has a visible impediment which makes it difficult or impossible to complete these tasks. Make a comment on the linking form.	1 yes 0 no

Note for transfer to Tangerine	
Variable name	Categories
7_1	1 Raises both hands; 2 raises one hand only 0 incorrect: Performs other action; 99 No response

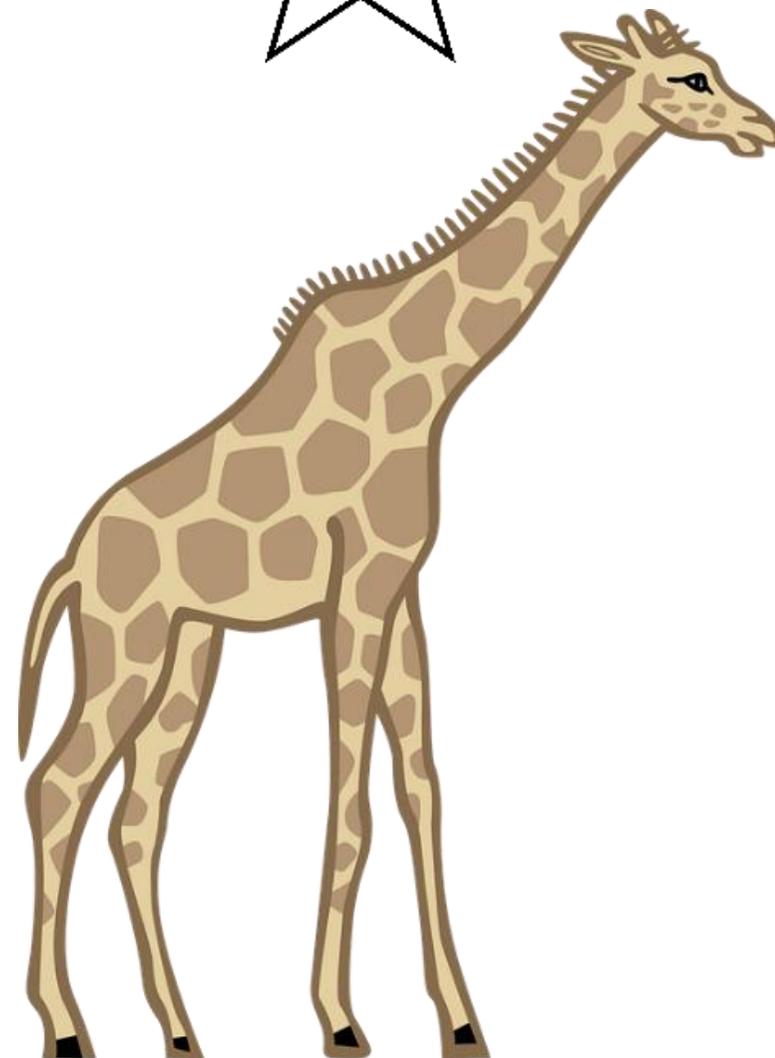
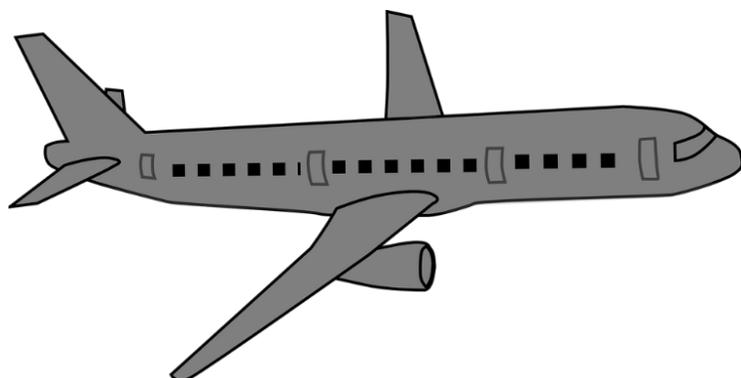
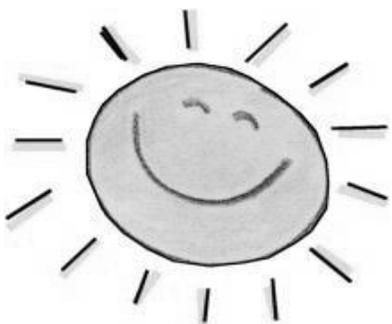
7_2	<p>1 Both actions done; 2 Only bends 3 Only touches shoes; 4 bends and touches only one shoe 5 bends and touches something else 0 incorrect: Performs other actions; 99 No response</p>
7_3	<p>1 Both actions done (both hands) 2 Both actions done (one hand only) 3 Only sits; 4 Only puts hands on the table (both hands) 5 Only puts hand on the table (one hand) 0 incorrect: Performs other actions; 99 No response</p>
7_4	<p>1 picks up pencil 0 incorrect: Performs other action; 99 No response</p>
7_5	<p>1 draws a circle/oval/round shape 2 incorrect: draws something else 3 incorrect: writes words on paper 0 incorrect: Performs other action 99 No response</p>
7.6.	<p>1 yes 0 no</p>

Task 8. "Tell me" - English Active Vocabulary

English	isiZulu	Siswati
Instructions for learner: <i>Show chart 8 to the learner.</i>	Instructions for learner: <i>Show chart 8 to the learner.</i>	<i>Show chart 8 to the learner.</i>
I am now going to ask you to tell me the English word for things in this picture. I will point to something in the picture and I would like you to tell me what it is called in <u>English</u> .	Manje ngizokucela unginikeze amagama ngesiNgesi alezi zinto ezisesithombeni. Ngizokhomba okuthile esithombeni bese wena ungitshela ukuthi kubizwani <u>ngesiNgesi</u> .	Nyalo ngitakucela unginike emagama ngesiNgesi aletintfo letisesitfombeni. Ngitawukhomba lokutsite esitfombeni bese ungitjela kutsi kubitwani <u>ngesiNgesi</u> .
First let us do an example. What do you call this in English? (<u>point to the star</u>) If correct: correct . If incorrect: That's not right. In English we call this: star	Asiqale ngokwenza isibonelo. Kubizwani lokhu <u>ngesiNgesi?</u> (<u>point to the star</u>) If correct: kunjalo . If incorrect: Akunjalo. Lokhu ngesiNgesi sikubiza: star	Asicale ngekwenta sibonelo. Kubitwani loku <u>ngesiNgesi?</u> (<u>point to the star</u>) If correct: kunjalo . If incorrect: Akusinjalo. Loku ngesiNgesi sikubita: star
Now it is your turn.	Sekuyithuba lakho manje.	Sekusikhatsi sakho nyalo.
What do we call this in English? (<i>repeat this instruction for each item while pointing at the correct picture</i>)	Sikubizani lokhu ngesiNgesi? (<i>repeat this instruction for each item while pointing at the correct picture</i>)	Sikubitani loku ngesiNgesi? (<i>repeat this instruction for each item while pointing at the correct picture</i>)

8.1.	cow
8.2.	Pig / piggy / piglet
8.3.	sun
8.4.	giraffe
8.5.	aeroplane / plane / jet
8.6.	Book/ bible

Note for transfer to Tangerine	
Variable name	Categories
8_1	1 correct in English 2 correct in HL then English 3 correct in HL only 0 incorrect 99 non response
8_2	
8_3	
8_4	
8_5	
8_6	



Task 9. "Answer me" - English Listening Comprehension

English	isiZulu	Siswati
Instructions for learner:	Instructions for learner:	
<i>No chart</i>	<i>No chart</i>	<i>No chart</i>
<p>I am going to tell you a short story now in English and then afterwards I will ask you some questions. Please listen carefully, I am going to only read it twice and then I will ask you some questions. Please answer me in English.</p> <p><i>Ask questions in English. Learners may respond in HL but then prompt them to answer in English.</i></p>	<p>Manje ngizokuxoxela indaba emfushane ngesiNgisi, emva kwalokho ngikubuze imibuzo. Ngicela uyilalelisise kahle, ngoba ngizoyifunda kabili kuphela bese ngikubuza imibuzo. Ngicela ungihendule ngesiNgisi.</p> <p><i>Ask questions in English. Learners may respond in HL but then prompt them to answer in English.</i></p>	<p>Nyalo ngitakutekela indzaba lemfishane ngesiNgisi emva kwaloko ngikubute imibuto. Ngitakufundzela loku lokulandzelako kabili kuphela, bese ngibuta imibuto. Phendvula ngesiNgisi kuphela.</p> <p><i>Ask questions in English. Learners may respond in HL but then prompt them to answer in English.</i></p>
English story (read twice with expression)		
<p>In the morning Sipho and Buli ran to school in the rain. At school they took off their wet shoes and socks. After school they played in the mud. When they got home their Mother made them wash.</p>		

	Questions
9.1	<u>Where</u> did Sipho and Buli go in the morning?
9.2	<u>Why</u> did they take their shoes and socks off?
9.3	<u>When</u> did they play in the mud?

Note for transfer to Tangerine	
Variable name	Categories
9_1	1 correct in English
9_2	2 correct in HL then English
9_3	3 correct in HL only
	0 incorrect
	99 non response

Task 10. English Writing

English	isiZulu	Siswati
<p>Instructions for learner: <i>Use learner writing sheet.</i></p> <p>10.1. Here is an incomplete sentence in English. <i>Point to the correct place on the learner writing sheet.</i></p> <p>Read the sentence and then write in the missing word to complete the sentence. There are pictures here to help you, but you can write whatever you think completes the sentence.</p> <p>This sentence says: "I like to hmmm after school." Write in the missing word to complete the sentence.</p> <p>10.2. Here is another incomplete sentence. Read the sentence and then write in the missing word to complete the sentence. There are pictures here to help you, but you can write whatever you think completes the sentence.</p> <p>This sentence says: "I like to eat hmmm.". Write in the missing word to complete the sentence.</p>	<p>Instructions for learner: <i>Use learner writing sheet.</i></p> <p>10.1. Nawu umusho ongaphelele ngesiNgisi. <i>Point to the correct place on the learner writing sheet.</i></p> <p>Funda umusho bese ubhala igama elishiyiwe ukuze uqedele umusho. Kunezithombe ezizokusiza, kodwa ungabhala noma yikuphi ocabanga ukuthi kuqedela umusho.</p> <p>Lo musho uthi: "I like to hmmm after school." Bhala igama elishiyiwe ukuze uqedele umusho.</p> <p>10.2. Nawu omunye umusho ongaphelele. Funda imisho bese ubhala igama elishiyiwe ukuze uqedele imisho. Kunezithombe ezizokusiza, kodwa ungabhala noma yikuphi ocabanga ukuthi kuqedela umusho.</p> <p>Lo musho uthi: "I like to eat hmmm." Bhala igama elishiyiwe ukuze uqedele umusho.</p>	<p>Instructions for learner: <i>Use learner writing sheet.</i></p> <p>10.1. Nawu umusho longakapheleli ngesiNgisi. <i>Point to the correct place on the learner writing sheet.</i></p> <p>Fundza umusho bese ubhala ligama lelishiyiwe kute ucedzele umusho. Kunetitfombe letitakusita, kodvwa ungabhala noma ngukuphi locabanga kutsi kucedzela umusho.</p> <p>Lomusho utsi: "I like to hmmm after school." Bhala ligama lelishiyiwe kute ucedzele umusho.</p> <p>10.2. Nawu lomunye umusho longakapheleli. Fundza imisho bese ubhala ligama lelishiyiwe kute ucedzele imisho. Kunetitfombe letitakusita, kodvwa ungabhala noma ngukuphi locabanga kutsi kucedzela umusho.</p> <p>Lomusho utsi "I like to eat hmmm." Bhala ligama lelishiyiwe kute ucedzele umusho.</p>

	Questions	Answer
10.1.	I like to _____ after school.	suitable verb e.g. play, eat, sing, dance, run, watch TV, sleep
10.2.	I like to eat _____.	suitable noun you can eat e.g. fruit, apple, chips, pizza, pap, sweets

Note for transfer to Tangerine	
Variable name	Categories
10_1	1 (Eng) suitable verb; correct spelling e.g. play 2 (Eng) suitable verb; spelling/grammar errors e.g. playing, played, plays, pley 3 (HL) suitable verb; correct spelling e.g. pheka, dlala, gijima, fundza0 incorrect 98 writing unreadable 99 non response
10_2	1 (Eng) suitable noun; correct spelling e.g. sweets/ a sweet 2 (Eng) suitable noun; spelling/grammar errors e.g. sweet, caik, swid 3 (HL) suitable noun; correct spelling e.g. (l)ikhekhe, emaswidi/uswidi, 0 incorrect 98 writing unreadable 99 non response

EGRS_II_w3_Grade 2_Learner_Writing

Date: _____
Linking ID: _____
Learner Name: _____
Learner Surname: _____
School Name: _____
School EMIS: _____

Task 7.5

EGRS_II_w3_Grade 2_Learner_Writing

10.1

I like to _____ after school.



10.2

I like to eat _____ .

